DOCUMENT RESUME

ED 392 326 HE 028 914

AUTHOR O'Neill, Holly A.

TITLE Sudan. A Country Guide Series Report from the AACRAO-AID Project.

INSTITUTION Agency for International Development (Dept. of State), Washington, D.C.; American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.

REPORT NO ISBN-0-929851-60-9

PUB DATE 96

NOTE 31p.

AVAILABLE FROM AACRAO Distribution Center, P.O. Box 231, Annapolis Junction, MD 20701 (members $16; nonmembers $22).

PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.

DESCRIPTORS Educational History; *Educational Policy; *Educational Practices; *Elementary Secondary Education; Foreign Countries; Grading; Graduation Requirements; *Higher Education

IDENTIFIERS *Sudan

ABSTRACT

This report provides information on the education system of the Democratic Republic of Sudan, and is designed to assist college admissions officers and registrars in the United States with the admission and placement of students from that country. The report contains general information on the geography, history, and people of Sudan, as well as more specific information on the country's elementary and secondary education system. Primary education consists of six years of instruction, and may be followed by instruction in highly-selective three-year intermediate schools or two-year youth vocational centers. Students who pass the intermediate school certificate may enter either a three-year academic secondary school, a technical secondary school, a vocational training center, or a teacher training institute. The postsecondary education system consists of 17 universities (including one women's college), two technical institutes, and a nursing college. Grading systems vary by level of instruction and institution. Two appendixes provide information on educational credentials required for admission to American universities and sample credentials and diplomas. A map of Sudan is included. (MDM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 392 326

Sudan

A Country Guide Series Report From the AACRAO-AID Project

By
Holly A. O'Neill
International Education Research Foundation, Inc.
1996

HF 5728 .914

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

AACRAO

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

American Association of Collegiate Registrars and Admissions Officers
One Dupont Circle, NW, Suite 330, Washington, DC 20036-1171

BEST COPY AVAILABLE

Library of Congress Cataloging-in-Publication Data

O'Neill, Holly A.
Sudan/by Holly A. O'Neill.
p.cm.—(A Country Guide Series Report from the AACRAO-AID Project).
Includes bibliographical references.
ISBN 0-929851-60-9.
1. Education—Sudan. 2. Education, Higher—Sudan. 3. School credits—Sudan.
4. College credits—Sudan. 5. School grade placement—United States. I. AACRAO-AID Project. II. Title. III. Series: Country Guide Series Reports from the AACRAO-AID Project.
LA 1651.054
1996 370'.9624—dc20

The AACRAO-AID Project is a joint venture of the Office of International Education Services (OIES) of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and the U.S. Agency for International Development (USAID). The Country Guide Series fulfills a goal to publish educational information on countries for which little previous information has been readily available. The data and guidelines presented in each report reflect the most recent available information and the experiences of the foreign-student admissions officers who have participated in the project.

Copyright © 1996 by the American Association of Collegiate Registrars and Admissions Officers.

All rights reserved. No part of this publication may be reproduced in any form without permission in writing from AACRAO.

AACRAO is devoted to the principles of nondiscrimination and equality without regard to race, color, creed, religion, sexual orientation, age, disability, or national origin.

American Association of Collegiate Registrars and Admissions Officers
One Dupont Circle, NW, Suite 330, Washington, DC 20036-1171;
phone: (202) 293-9161; fax: (202) 872-8857

Additional copies of this report may be obtained from AACRAO Publications for $16 ($22 nonmembers). Order copies from the AACRAO Distribution Center, P.O. Box 231, Annapolis Junction, MD 20701; phone: (301) 490-7651; fax: (301) 206-9789.
For more information on available monographs in the Country Guide Series, contact the AACRAO OIES office at (202) 296-3359.

PREFACE

This report is one of the Country Guide Series developed by the Office of International Education Services (OIES) of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) for the U.S. Agency for International Development (USAID) as part of the AACRAO-AID Project Cooperative Agreement. The purpose of the Country Guide Series is to provide information on educational systems from which USAID-funded students come, but for which little previous information has been readily available. It is intended that this series of monographs will assist college and university admissions officers and registrars with the admission and placement of students from educational systems with which they may not be familiar in U.S. postsecondary institutions.

Since the mid-1960s, AACRAO members knowledgeable about foreign educational systems have assisted USAID by providing "Credential Analysis Worksheets" for USAID-funded students coming to the United States for degree study. The "Credential Analysis Worksheets" were a thoroughly researched and detailed explanation of the educational system(s) in which the student had studied, as well as a comment on the specific educational credential(s) held by the student. Unless otherwise noted, any grading scales comparing foreign grades with U.S. grades have been suggested by the author and reviewed by the director of OIES, based on their more than 30 years' experience with the AACRAO-AID Project.

Each report in the series contains information on the credentials and other documentation that would be minimally required for entry from the country to specified levels of study in the United States. This data is based on the work of the AACRAO-AID Project and represents the prevailing opinion and considered judgment of the experienced foreign-student admissions officers who have participated in the project.

This report was developed as a result of the author's research on the educational system of the country represented. All credentials referenced in the report appear on the educational ladder in Appendix A, part I. The "credentials required" section, contained as Appendix A, part II, comes from information provided in the AACRAO-AID publication *Foreign Educational Credentials Required for Consideration of Admission to Universities and Colleges in the United States*. Not all the credentials referred to will necessarily be included in this section, as the only credentials included are those reviewed by the AACRAO-AID Project.

The data contained in the Country Guide Series is the latest available. However, as changes occur constantly in the world's educational systems, new programs and documents may exist. The lists of credentials and institutions may not be exhaustive in the case of some countries presented. Included are the most commonly seen records. We hope you find this report and the Country Guide Series a useful resource in the evaluation of foreign educational credentials.

Dale E. Gough
Director
Office of International Education Services/AACRAO-AID Project

CONTENTS

General Information 1
Location 1
Geography 1
Economy 1
Population 2
Religion 2
Language 2
History 2
Nineteenth Century 2
Colonial Period and Independence 2
Present 3
Educational History and Development 3
Origins 3
Nineteenth Century 3
Colonial Period and Independence 4
Educational System 5
Administration 5
Facilities 5
School Year 5
Table I: Sudan Grading Scale 6
Tertiary Level 6
Pre-Primary Education 6
Primary Education 6
Intermediate Education 7
Three-Year Intermediate Schools 7
Table II: Intermediate School Schedules 7
Two-Year Vocational Youth Centers 7
Secondary Education 8
Academic Secondary Schools 8
Table III: First- and Second-Year Curriculum at Academic Secondary Schools 8
Table IV: Third-Year Curricula at Academic Secondary Schools 9
Technical Secondary Schools and Vocational Training Centers 9
Teacher Training 10
Primary School Teacher Training 10
Intermediate School Teacher Training 10
Secondary School Teacher Training 10
Higher Education 10
Universities 11
Ahfad University College for Women 11
Bahr Elgazal University 11
Cairo University, Khartoum Branch 11
El Azhari University 11
El Fatih University of Darfur 11

El Mahadi University 11
Faculty of Hygiene and Environmental Studies 11
Institute of Medical Radiological Technology 12
Khartoum Nursing College 12
Khartoum Institute of Agriculture 12
Nilayn University 12
Omdurman Ahlia University 12
Omdurman Islamic University 12
Sudan University for Science and Technology 13
University of Gezira 13
University of Juba 13
University of Khartoum 14
University of Koranic and Islamic Studies 14
University of Kordofan 14
Upper Nile University Malakal 14
University of Wadi Elneel 14
Appendix A: Educational Ladder and Credentials Required 15
Appendix B: Sample Documents 17
References 24
Map of Sudan 25

General Information

Location

The Democratic Republic of the Sudan is one of the 12 largest countries in the world and the largest in Africa. With an area of 967,000 square miles—comparable in size to all of Western Europe—the country is bordered by Egypt, Libya, Chad, the Central African Republic, Zaire, Uganda, Kenya, and Ethiopia. Sudan is unique in that it has features of both African and Arab countries; it has Islamic influences from Arab countries to the north and British colonial influences from African countries to the south.

Geography

With the exception of some outcrops of highland, Sudan is composed primarily of flat plains. The country is divided into six regions, excluding the capital, Khartoum, and consists of 18 provinces. The northern part of Sudan is mainly a flat extension of the Sahara desert where the average daily temperature is 100.4 degrees Fahrenheit but soars above 109.4 degrees Fahrenheit in June. These extreme temperatures, intensified by reflection from the desert and the absence of shade, limit human activity. Rainfall is rare, and sandstorms occur frequently. In the central belt, where Khartoum is situated, the desert gradually changes into steppe and scrub, providing Sudan with an area of immense agricultural potential. Yearly rainfall averages between 4 and 20 inches in this area and generally occurs between July and September. The southern part of the country is dominated by tropical jungle and vast swamp areas known as the Sudd. Rainfall is heavy here and occurs eight months of the year in some areas. The Nile, flowing from south to north, crosses all three parts of the country.

Economy

Although the United Nations considers Sudan one of the 25 least developed countries in the world, the country is, in many respects, atypical of this group because it suffers from under-population rather than over-population. It has an enormous amount of unused agricultural land and vast untapped natural resources. The economy of Sudan has almost always been totally dependent on cotton and gum arabic exports. However, a move toward the development of large, merchandised agricultural schemes, producing wheat, groundnuts, sugar, and sesame, in addition to other related agricultural and veterinary projects, has occurred in recent years to promote import substitution and exports. As a result, Sudan's government has had to commit to deficit financing through large loans from Arab and Western sources.

A significant problem in recent years has been a large-scale migration of Muslim Sudanese seeking employment in neighboring countries, particularly Libya, Saudi Arabia, and the Gulf states. The Sudanese government has developed a passive attitude toward what it contends cannot be controlled and regards the drift of skills as a means of repaying financial support from rich Arab donors.

Population

For the most part, the population of northern Sudan is Muslim or "Arab," while the population of the south is African. In the context of Sudan the term "Arab," which should be understood in a cultural and linguistic sense rather than an ethnic one, is used to describe the mixture of the indigenous population and the Arab tribes that settled in the northern and central regions of Sudan over the centuries. The local people in northern and central Sudan embraced Islam, many accepted Arabic as their language, and nearly all adopted Arab genealogies. Thus, the Arab influence has been an important factor in drawing together the various groups in these regions. In the south, however, there is no such unifying element and the peoples there have as much in common with peoples of East Africa as they do with those of northern Sudan.

Religion

Sunni Islam is practiced by approximately four-fifths of Sudan's 21.67 million people, and nearly all Islamics are concentrated in the north. There are also immigrant groups of Christians and animists in the north. Southern Sudan is generally animist, with a small minority of Christians. The majority of the large Ethiopian population in Sudan is Christian.

Plans have been made by northern Sudanese to make *Sharia* (Islamic law) the sole source of law in the country. Although, this had been resisted by southern Sudanese and non-Muslim minorities for many years, but recently the movement has gained momentum.

Language

In the north, Arabic is the primary language spoken, while in the south, English, Arabic, and various tribal languages are spoken.

History

Nineteenth Century

From 1821 to 1885, Sudan was occupied by Egypt, which was itself a province of the Ottoman Empire. During the last 20 years of this period, European and, in particular, British influence grew in Egypt and was reflected in Sudan's ruling structure. From 1885 through 1899, Sudan experienced a brief period of independence known as the *Mahdiya*.

Colonial Period and Independence

Between 1899 and 1956, Sudan was jointly controlled by the United Kingdom and, as somewhat of a "junior" partner, Egypt. In 1924 a nationalist army mutiny led to the expulsion of all Egyptians from Sudan, and the country witnessed a struggle between the

British rulers and the *Omdurman* (urbanized, educated Sudanese seeking greater self-government). In 1948 legislative assemblies were created and the first Sudanese ministers, including one for education, were appointed.

Sudan declared its independence on January 1, 1956, but in November 1958 a military coup suspended parliament and abolished all political parties from the country. The Supreme Council of the Armed Forces ruled Sudan until a civilian revolution restored parliamentary government in October 1964. A number of successive governments paved the way for the May Revolution of 1969 and the resulting establishment of the Democratic Republic of the Sudan. The Addis Ababa Agreement of 1972 marked the end of 17 years of fighting between northern and southern Sudan. This agreement brought in its wake the return and absorption of up to one million southern refugees and the granting of regional autonomy to the "African" part of the country.

Present

In recent years, Islam has become an active influence in Sudan's politics. According to some media sources, Sudan has become the most militant Islamic government in the world after Iran. Since 1989 the National Islamic Front has gained control of every facet of life and business in Sudan and has continued a civil war against Christian and animist Sudanese in the south.

In 1991 the first United Islamic Popular Congress was organized in Sudan as an alternative to the Islamic Conference headquarters in Saudi Arabia. It was one of several Islamic conventions hosted by the National Islamic Front in Khartoum to foster militant Islam. The goal of the front has been to spread its vision through the Horn of Africa and to build an Islamic empire from the Red Sea to the Indian Ocean. Through Islamic relief organizations, it has found fertile ground in refugee camps in Djibouti, Somalia, and Kenya. *Sharia* (Islamic law) is now being practiced in many of the camps.

Educational History and Development

Origins

The origin of education in Sudan can be traced to the beginnings of Islamic civilization and culture. In the fourteenth century, Moslem nomadic tribes occupied areas adjacent to the Nile where they established Koranic schools called *khalwas*. These schools were run by *fagih* (teachers) who taught Arabic reading and writing as a means of learning the Koran. The *khalwas* have maintained themselves through the various colonial occupations in Sudan's history and continue to operate to this day, especially in the early grades, as an educational system parallel to public education.

Nineteenth Century

During the periods of Ottoman-Egyptian rule and the *Mahdiya*, Christian missionary schools and other primary schools were established in Sudan. In 1902 The Gordon Memorial College was founded by British officials to provide fundamentals of primary education and vocational skills. The college became the basis for the development of

secondary education and vocational schools in Sudan, eventually becoming the University of Khartoum.

Colonial Period and Independence

During Anglo-Egyptian rule, educational policy was determined by British governors-general. Several aims were established during this period, including the creation of a competent class of skilled craftsmen, education of the masses to create a better understanding of the basic elements of government, the creation of a small, native administrative class that would ultimately fill minor government posts, and the training of Sudanese to replace Egyptians in the army. Primary schools were created to assist in producing skilled government employees, such as clerks, telegraph operators, and surveyors. In 1900 the Omdurman Primary School was founded to train teachers, and by 1908 a formal system of government schools concentrating on primary, secondary, and technical education was established.

Prior to World War I, Sudan had three educational systems: government schools, Koranic schools, and Christian missionary schools. Beginning in 1927, *ahlias* (high schools) were established as private or voluntary schools founded by leading educators and other intellectuals who were dissatisfied with the quality of government schools.

In 1937 the De La War Commission, a League of Nations commission that widely influenced changes in African colonial nations, made several recommendations for the improvement of curriculum and instruction in Sudanese schools, with the chief goal of creating educational programs relevant to the employment needs of the country. One of these recommendations was to change The Gordon Memorial College from a secondary school to a higher education institution, the graduates of which, after an examination, would be on the same educational level as their peers in Great Britain. In general, the development of the tertiary level of education in Sudan is the result of this commission's work.

Under both the First Educational Plan (1938-46) and the Second Educational Plan (1946-56), provisions were made to expand all levels of education and to reorganize missionary education in the south under limited government control. More recent plans have focused on the continued expansion of all levels of education across the country.

While under colonial rule, schools followed a 4+4+4 pattern, but since 1970 the pattern has been 6+3+3. Thus, six years of primary school are followed by three years of intermediate school and three years of secondary school. There are some variations to this scheme, especially for students who do not follow an academic track. In recent years, there has also been considerable improvement in parity between male and female enrollments, especially at the secondary level where the most disparity still exists in large part due to traditional beliefs among the populace that females do not need education.

Educational System

Administration

Education in Sudan is centrally administered by the Ministry of Education and by decrees issued by the Council of Ministers. Prior to 1973 there were two ministries—one dealing with higher education and one dealing with general education. Under the present system, the entire educational system—all institutions of higher education, including their administrative offices and university councils—falls under the authority of a single Ministry of Education.

The Ministry of Education is organized into six directorates: planning and statistics, teacher training and inspection, technical and vocational education, general education, adult education, and administration. The Sudan Examinations Council, office of the secretary-general, and National Council for Literacy and Functional Adult Education are included in this organizational structure. Assistant commissioners of education, responsible to the undersecretary, operate in each of the 18 provinces.

Facilities

The typical Sudanese classroom contains only desks and a blackboard. As in many developing countries, there is an absence of school libraries and science laboratories. The formal education system also makes limited use of audiovisuals and other technologies.

School Year

The academic year usually runs from July to March, but, for climatic reasons, some provinces begin their school year in April or May. The universities have a two-semester system.

All institutions outside the southern part of the country follow a six-day school week with Friday as the holiday. School hours last from 7:00 A.M. to 2:00 P.M. Many educational institutions are also open in the evenings since most schools operate in two shifts. Higher education lectures are often held in the evenings, and all part-time courses are evening courses. Due to its diversity, the south lacks the uniform structure of the north, thus, school schedules may vary.

Table I

Sudan Grading Scale

Sudanese Grades		Suggested Comparable U.S. Grades*
80-100	Distinction	A
70-79	Good	B
60-69	Above Average	C
50-59	Average/Pass	C-
0-49	Failure	F

*Source: *The Country Index*, International Education Research Foundation, Inc., 1986

Tertiary Level

Grading differs by institution and faculties within institutions. Transcripts should indicate the grading scale.

Pre-Primary Education

There are very few pre-primary schools in Sudan. Those that exist are private nurseries or kindergartens. Some boys between the ages of 5 and 7 can also attend the *khalwas*, where instruction is offered in the early evening hours.

Primary Education

Primary education in Sudan includes *khalwas* and village schools, that exist only in the south, both of which base attendance on a six-year cycle. Upon completion of a *khalwa* or village school, students may enter a two-year complementary school, which seeks to supplement the education received in religious or public schools in preparation for the Primary School Certificate Examination. The completion of primary school and awarding of the Primary School Certificate assumes that the student has passed the school-leaving examination.

The curriculum of primary schools is the same as that of other Arab countries. It includes religion, Arabic, mathematics, science, personal hygiene, history, geography, art, handiwork, physical education, rural education and industrial arts for boys, and home economics for girls. Overall, the curriculum is geared toward the teaching of language, religion, and humanistic subjects. For example, during the first year of primary school, 10 out of 20 periods per week (each period is 40 minutes in length) are devoted to the study of Arabic and religion. This continues in the second year of study, where 13 out of 27 periods focus on the study of Arabic and religion. In the south, several schools also offer vernacular languages during the first three years. In addition, there are schools at which the language of instruction is English, as well as curricular streams in which either English or Arabic is the language of instruction.

Intermediate Education

Admission to the intermediate cycle of education, which consists of highly selective three-year intermediate schools and two-year vocational youth centers, requires the Primary School Certificate.

Three-Year Intermediate Schools

There are 40 periods per week in intermediate schools, and each of the three years of study are comprised of the same subjects. See *Table II* for a complete list of courses and the number of periods per week taken in intermediate schools.

Table II

Intermediate School Schedules

Subject	Number of Periods per Week
Religion	3
Arabic	8
Geography	3
History	2
Sudanese Society	2
Mathematics	6
Science	4
Sports	2
Art	2
English	7
Library Science	1
	TOTAL 40

Two-Year Vocational Youth Centers

Students who do not enter a three-year intermediate school may, after passing an examination, enter a vocational youth centers. There are about a dozen centers that provide two-year programs in vocational/technical skills and are supervised by the Ministry of Labor.

Secondary Education

Students who pass the Intermediate School Certificate Examination may enter either an academic secondary school, a technical secondary school, a vocational training center, or a teacher training institute.

Academic Secondary Schools

The academic secondary schools provide three-year programs and prepare students for the Sudan School Certificate Examination. (See sample document A for a copy of a Secondary School Certificate statement from the Ministry of Education and Guidance.) During the first two years of academic secondary school, there are 38 forty-minute periods per week, 13 subjects studied, and an emphasis on socio-religious subjects and languages. During the third year, students must choose two subjects from five groups: mathematics or science, physics or English literature, chemistry or history, geography or French, and arts. Beginning in the second year of studies, students pursuing the mathematics or science stream have the opportunity to take more subjects within their specialty. See *Table III* and *Table IV* for the first-, second-, and third-year curriculum.

Table III

First- and Second-Year Curriculum at Academic Secondary Schools

Subject	Number of Periods per Week in First and Second Year
Religion	3
Arabic	6
English	6
Elementary Mathematics	2
Biology	2
Physics	2
Chemistry	2
French	4
Geography	3
History	3
Art	3
Physical Education	1
Civic Studies	1
	TOTAL 38

Table IV

Third-Year Curricula at Academic Secondary Schools

Subject	Number of Periods per Week
Compulsory:	
Religion	3
Arabic	8
English	7
Elementary Mathematics	7
	TOTAL 25
Optional:	
Group A: Mathematics or Science	4
Group B: Physics or English Literature	4
Group C: Chemistry or History	4
Group D: Geography or French	4
Group E: Arts	4
	TOTAL 20

Technical Secondary Schools and Vocational Training Centers

Courses of study at industrial, commercial, and agricultural technical schools last four years to allow students to complete, in addition to technical subjects, a full academic program. The two types of industrial technical schools are those with a building-crafts curriculum and those with a mechanical-crafts curriculum. Commercial schools teach bookkeeping and secretarial skills, while agricultural schools focus on fieldwork and specialize in animal husbandry and horticulture. The home economics curriculum of technical schools includes home management, beauty culture, and nutrition.

In addition to these technical schools, the Ministry of Education has established national industrial schools offering vocational, two-year post-intermediate courses with specializations in woodwork, metalwork, leather work, shoe-making, carpet-making, and furniture-making. These courses are supplemented by courses in mathematics, Arabic, and religion.

Teacher Training

Primary, intermediate, and secondary school teachers each require different programs of training.

Primary School Teacher Training

Primary school teachers are generally trained at the secondary level in teacher training institutes (TTIs). These institutes admit successful graduates of intermediate schools and offer four-year courses. For the first three years, students study the equivalent of courses offered in upper secondary schools, while the last year is devoted to professional education and teaching methodology. The TTIs also provide a one-year course to graduates of secondary schools.

Intermediate School Teacher Training

Intermediate school teachers are trained for one year at TTIs, generally after having spent several years teaching. There are two institutions that train teachers at the intermediate level: for men, the Bakh er Ruda Intermediate Teacher Training College; and for women, the Intermediate Teacher Training College for Women. The language of instruction at both institutions is Arabic. Other options for intermediate teacher training include two-year correspondence courses at the TTIs, or courses in Arabic, religious knowledge, and English at special institutes. Students studying to teach specialty courses may also attend the College of Fine Arts, Institute of Music and Drama, or Institute of Physical Education.

Secondary School Teacher Training

Secondary school teachers are generally university graduates. Until 1974 they attended the Higher Teachers Training Institute, which was established by the Ministry of Education in 1958. After 1974 the institute was integrated into the University of Khartoum, eventually becoming its Faculty of Education. Vocational/technical school teachers are trained in the Department of Education at Khartoum Polytechnic. Other secondary school teachers are recruited from Egypt (especially for science and mathematics instruction) and the United Kingdom (for English instruction). The university programs provide teacher training in basic subject areas, but virtually no professional or practical preparation is offered in the art and science of teaching.

Higher Education

The National Council for Higher Education is responsible for the policy, finance, and administration of higher education in Sudan. There are both universities, which offer degrees after four or more years of study, and other institutions, which offer diplomas after three years, generally of a vocational or technical nature.

Universities

🕮 Ahfad University College for Women

P.O. Box 167, Omdurman; founded in 1966, the university obtained its current status in 1988

Courses Offered: Education, Psychology, Management, Nutrition, Rural Education, Diet Therapy, English, Rural Development, and Technology (see sample document B for a copy of a first- through fourth-year record of study from the School of Family Sciences and Community Development)

🕮 Bahr Elgazal University

Wau

🕮 Cairo University, Khartoum Branch (See Nilayn University)

P.O. Box 1055, Khartoum; founded in 1955, the university became independent in 1959 and is currently financed by Cairo University in Egypt

Faculties: Arts (including Sociology), Commerce, Law, Science, and Statistics

Academic Year: August through April (August-November, December-April)

Admission Requirements: Egyptian, Sudan, or Cambridge school certificates, or recognized equivalent

Degrees/Diplomas Awarded and Duration of Programs: Bachelor of Arts (B.A.)—four years (Commerce, Law, and Science), Master of Arts (M.A.)—six years (Commerce), Ph.D.—six years (Commerce, Law, and Arts)

🕮 El Azhari University

El Azhari

🕮 El Fatih University of Darfur

Al Fashhir

Faculties: Medicine and Education

🕮 El Mahadi University

P.O. Box 205, Khartoum; phone: 71818; founded in 1933

Faculties: Hygiene and Environmental Studies

Departments: Epidemiology and Biostatistics, Environmental Health, Nutrition and Food Hygiene, and Health Education

🕮 Faculty of Hygiene and Environmental Studies

P.O. Box 205, Khartoum; phone: 72690; founded in 1933

Departments: Epidemiology and Biostatistics, Environmental Health, Nutrition and Food Hygiene, and Health Education

Degrees/Diplomas Awarded: Bachelor of Science (B.Sc.) and Master of Science (M.Sc.) in Environmental Health

Institute of Medical Radiological Technology

P.O. Box 1908, Khartoum; phone: 71818; founded in 1933

Degree/Diploma Awarded and Duration of Program: Four-year Bachelor of Science course

Khartoum Nursing College

P.O. Box 1063, Khartoum

Degree/Diploma Awarded and Duration of Program: Three-year diploma course

Khartoum Institute of Agriculture

Sud 82/002, c/o UNDP, P.O. Box 913, Khartoum; founded in 1972

Degree/Diploma Awarded and Duration of Program: Two-year diploma course

Nilayn University

In 1993 Cairo University, Khartoum Branch became Nilayn University

Faculties: Arts, Commerce, Law, and Mathematics (also includes the Higher Institute of Statistics, which was founded in 1969 and offers a two-year postgraduate course)

Omdurman Ahlia University

P.O. Box 786, Omdurman; founded in 1986

Faculties: Arabic Languages, Management, English, Secretarial Studies, Interior Design, Environmental Studies, Computer Sciences, Mathematics and Physics, and Library Science

Academic Year: July to April (July-November, December-April)

Admission Requirements: Secondary School Certificate or recognized equivalent

Language of Instruction: Arabic

Omdurman Islamic University

P.O. Box 381, Omdurman; phone: 54220; founded in 1912 as the Islamic Institute, the university became a college in 1924 and a university in 1965; it acquired its present status in 1975 as a state institution under the jurisdiction of the National Council for Higher Education

Faculties: Islamic Studies, Art, and Islamic Law (*Sharia* and Social Studies) (see sample document C for a copy of a certificate from the Faculty of Social Studies at Omdurman Islamic University)

Also Includes: Girls' Center and Extramural Unit

Academic Year: July to April (July-November, December-April)

Admission Requirements: Secondary School Certificate or recognized equivalent

Language of Instruction: Arabic

Degrees/Diplomas Awarded and Duration of Programs: Bachelor of Arts—four years, Bachelor of Law (L.L.B.)—four years, Bachelor of Science—four years, Master of Arts—six to seven years, Doctor of Philosophy—three years of study after M.A., and Diplomas—one year (Education and Islamic Economics)

🕮 Sudan University for Science and Technology

P.O. Box 407, Khartoum; phone: 80459; founded in 1950 as Khartoum Technical Institute, the university became Khartoum Polytechnic in 1967 and acquired its present status in 1975 with the incorporation of previously existing higher technical institutes and specialized colleges

Faculties: Engineering, Commerce (including Secretarial Studies), Agriculture, Fine and Applied Arts, and Further Education (also includes three affiliated colleges)

Academic Year: July to March (July-September, September-December, January-March)

Admission Requirements: Secondary School Certificate or recognized equivalent

Language of Instruction: English

Degrees/Diplomas Awarded and Duration of Programs: Diplomas—three to four years and Certificates—two years

🕮 University of Gezira

P.O. Box 20, Wad Medani 2667, Khartoum; phone: 2115; founded in 1975 as an autonomous state institution, the university also serves as a preparatory college, incorporating residential facilities for academic staff and students

Faculties: Agricultural Science, Education, Medical Sciences, Science and Technology, and Economics and Rural Development (see sample document D for a copy of an academic record from the Faculty of Economics and Rural Development)

Academic Year: October to June (October-January, February-June)

Admission Requirements: Secondary School Certificate

Language of Instruction: English

Degrees/Diplomas Awarded and Duration of Programs: Bachelor of Science—five years (Economics [B.Sc. Econ.], Agriculture [B.Sc. Agric.], and Technology [B.Sc. Tech.]), Bachelor of Medicine and Surgery—six years, Master of Science (M.Sc.), Master of Philosophy (M.Phil.), and Doctor of Philosophy

🕮 University of Juba

P.O. Box 82, Juba; phone: 2113; founded in 1977 as an autonomous state institution

Faculties: Natural Resources (Biological and Physical Sciences, Agriculture, Forestry, and Veterinary Medicine), Social and Environmental Studies (Humanities, Economics, and Social Studies), Medicine, Education, and Adult Education

Academic Year: September to July (September-December, April-July)

Admission Requirements: Secondary School Certificate or recognized equivalent

Language of Instruction: English

Degrees/Diplomas Awarded and Duration of Programs: Bachelor of Arts—four years, Bachelor of Science—four years, Honors—five years, and Diploma—three years

🕮 University of Khartoum

P.O. Box 321, Khartoum; phone: 75100; founded in 1951, the university incorporated The Gordon Memorial College, which was established in 1902, and the Kitchener School of Medicine, which was established in 1924; it became a university in 1956 as an autonomous institution governed by the state

Faculties: Agriculture (see sample document E for a copy of a Faculty of Agriculture certificate), Arts (including Geography and Philosophy), Economic and Social Studies, Engineering and Architecture, Law, Medicine (including Dentistry), Pharmacy, Science (see sample documents F and G for a copy of a Faculty of Science certificate and the accompanying record of study), Veterinary Science, Education, Extramural Studies, Mathematics, and African and Asian Studies

Also Offers: Building Research Station, Research Unit (Sudanese Studies), Hydrobiological Research Unit, Arid Zone Research Unit, Computer Center, and Development Studies and Research Center

Academic Year: July to April (July-September, October-December, January-March)

Admission Requirement: Secondary School Certificate

Language of Instruction: English (Arabic is used in the Departments of Islamic Law, Islamic History, and Arabic)

Degrees/Diplomas Awarded and Duration of Programs: Bachelor of Arts (general—four years, honors—five years), Bachelor of Science (general—four years, honors—five years [Social Studies, Economics, Business Administration, Social Anthropology, Political Science, Accounting, Statistics, Economics and Social Studies, and Engineering]), Agriculture—four years, Architecture—five years, Bachelor of Laws (Civil—three years and Islamic—four years), Bachelor of Pharmacy (B.Pharm.)—five years, Bachelor of Veterinary Science (B.V.Sc.)—five years, Bachelor of Medicine (M.B.B.S.)—six years, master's and doctorate degrees in all faculties, and postgraduate diplomas

🕮 University of Koranic and Islamic Studies

Khartoum

🕮 University of Kordofan

Al Obeyid

Faculties: Natural Resources and Education

🕮 Upper Nile University Malakal

Malakal

🕮 University of Wadi Elneel

Damar

Faculties: Agriculture, Education, Mechanical Education, and Medicine

Appendix A: Educational Ladder and Credentials Required

I. Educational Ladder

Years of Education	1-6	7-12	13	14	15	16	17	18	19	20	21	22
Qualifications	A	B	C	D	E	E	G	G	H	I	J	J
					F	G	H	H	I	J		
							I	I				

Qualifications:

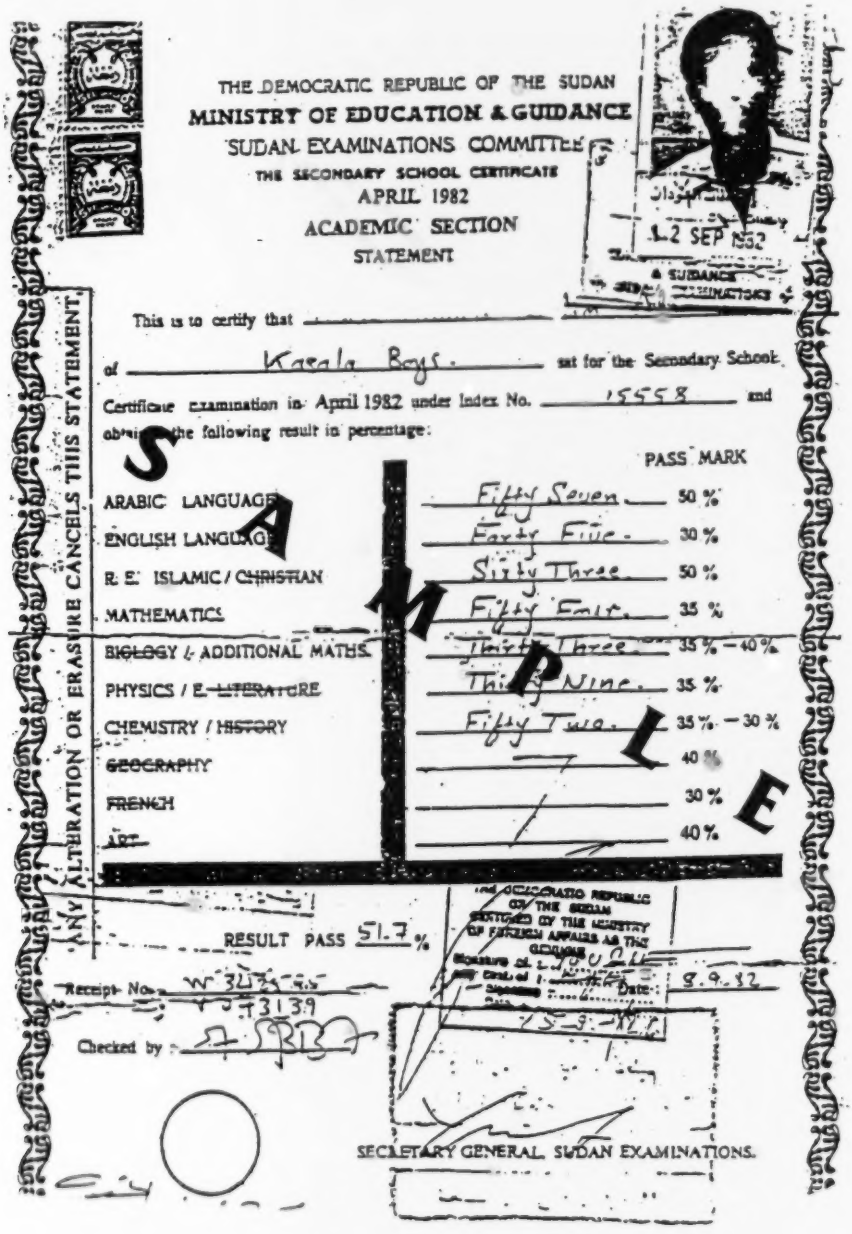
A Primary School Certificate
B Secondary School Certificate
C Diploma in Education
D Certificates—two-year certificate programs offered at various institutions
E Advanced diplomas—offered by higher technological and other specialized institutions
F Bachelor of Laws
G Bachelor's degrees
H Bachelor's degrees with honors
I Master's degrees
J Doctorate degrees

II. Credentials Required for Sudan*

Admission to:	Required Certificates, Diplomas, and Degrees:	Required Documentation:
I. Undergraduate (postsecondary) A. Freshman (first year)	-Secondary School Certificate -Sudan School Certificate -Higher Secondary School Certificate -General Certificate of Education (G.C.E.) Ordinary Level (showing at least five subjects passed) -Cambridge Overseas School Certificate (showing at least five subjects passed)	-Record of courses and marks earned; examination results -Certificate listing subjects and marks earned
B. Transfer (possible advanced credit)	-Advanced diploma -Intermediate Teaching Certificate -Khartoum Polytechnic Diploma -Diplomas (postsecondary) -G.C.E. Advanced Level	-Record of courses and marks earned; examination results
C. Unclassified/ Special	-Any of the above applicable	-As applicable
II. Graduate (advanced degree work) A. Master	-Diploma (earned after a four-year program) -Bachelor's degree (earned after a four- or five-year program) -Diplomas (postgraduate) -Bachelor of Medicine; Bachelor of Surgery	-Record of courses and marks earned
B. Ph.D.	-Master's degree	-Record of courses and marks earned
C. Unclassified/ Special	-Any of the above applicable -Ph.D.	-As applicable -Degree certificate; research report

*Source: *Foreign Educational Credentials Required for Consideration of Admission to Universities and Colleges in the United States*, American Association of Collegiate Registrars and Admissions Officers, 1994

Appendix B: Sample Documents



THE DEMOCRATIC REPUBLIC OF THE SUDAN
MINISTRY OF EDUCATION & GUIDANCE
SUDAN EXAMINATIONS COMMITTEE
THE SECONDARY SCHOOL CERTIFICATE
APRIL 1982
ACADEMIC SECTION
STATEMENT

12 SEP 1982

This is to certify that _____
of Kasala Boys. sat for the Secondary School
Certificate examination in April 1982 under Index No. 15558 and
obtained the following result in percentage:

	PASS MARK
ARABIC LANGUAGE	Fifty Seven. 50 %
ENGLISH LANGUAGE	Forty Five. 30 %
R. E. ISLAMIC / ~~CHRISTIAN~~	Sixty Three. 50 %
MATHEMATICS	Fifty Emir. 35 %
~~BIOLOGY~~ / ADDITIONAL MATHS.	Thirty Three. 35 % – 40 %
PHYSICS / ~~E. LITERATURE~~	Thirty Nine. 35 %
CHEMISTRY / ~~HISTORY~~	Fifty Two. 35 % – 30 %
~~GEOGRAPHY~~	40 %
~~FRENCH~~	30 %
~~ART~~	40 %

SAMPLE

ANY ALTERATION OR ERASURE CANCELS THIS STATEMENT

RESULT PASS 51.7 %

Receipt No. W 31[illegible]
[illegible]3139

Checked by [illegible]

THE DEMOCRATIC REPUBLIC OF THE SUDAN
CERTIFIED BY THE MINISTRY OF FOREIGN AFFAIRS AS THE GENUINE
Signature of [illegible]
Date: 8.9.82

SECRETARY GENERAL, SUDAN EXAMINATIONS.

Sample Document A

Copy of a Secondary School Certificate statement from the Ministry of Education and Guidance

BEST COPY AVAILABLE

AHFAD UNIVERSITY COLLEGE FOR WOMEN

P. O. Box 167 – Tel. 53363 Omdurman (S) | Cable Address : AHFAD Omdurmar

Our Ref. .....
Your Ref.....

Date ....28.I.1981.....

(CERTIFICATE)

This is to certify that has successfully completed a four years course in the School of Family Sciences & Community Development during the period 1969/1973. The following are her results during the four years.

Dr. Qasim Badri.
For/ Director of Studies

SAMPLE

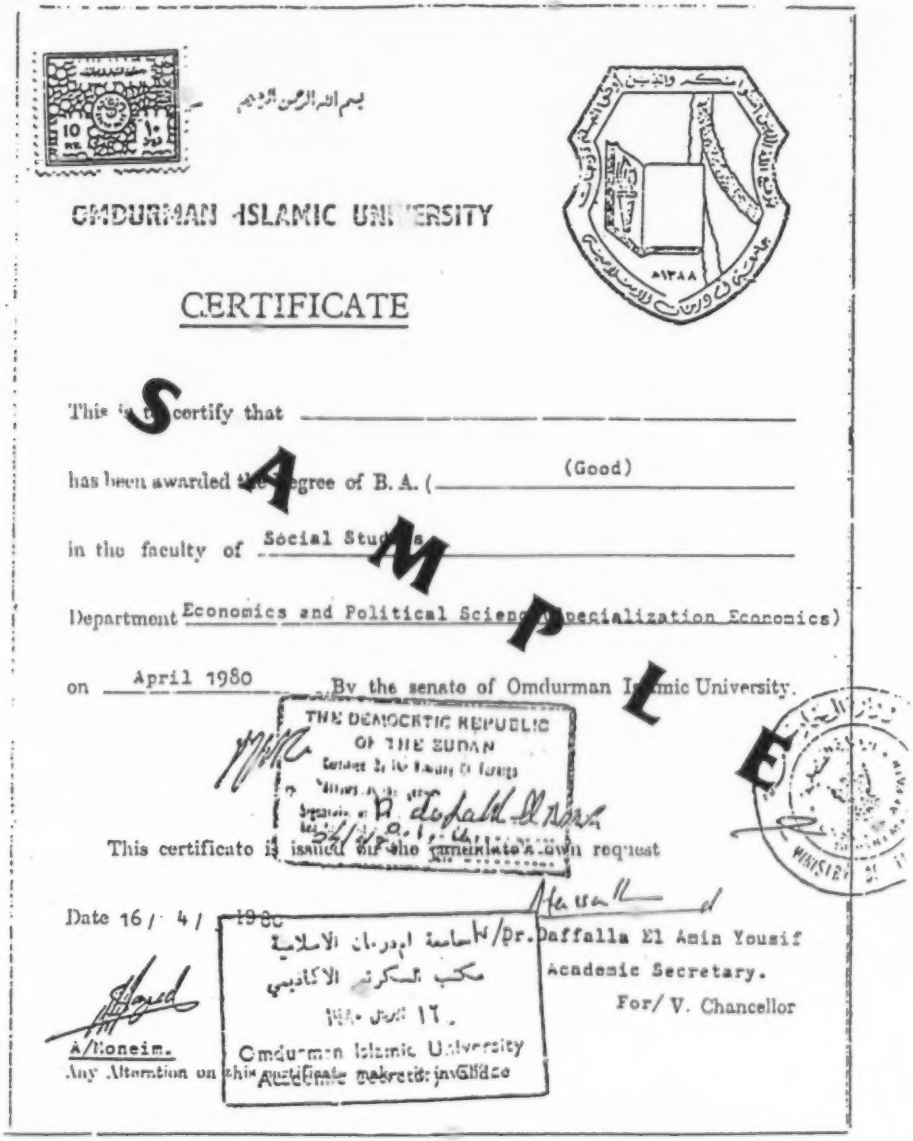
FIRST YEAR		SECOND YEAR	
Subject	Grade	Subject	
CHEMISTRY	A	NUTRITION	
BOTANY	A	BIOCHEMISTRY	
ZOOLOGY	A	PUBLIC HEALTH	
PHYSICS	A	ECONOMICS	
PSYCHOLOGY	B	STATISTICS	
SOCIOLOGY	A	SOCIOLOGY	
ENGLISH	B	MICROBIOLOGY	
		SEWING	
		ART	

THIRD YEAR		FOURTH YEAR	
Subject	Grade	Subject	
ENGLISH	B	DIET THERAPY	
CHILD CARE	B	ENGLISH	
NUTRITION	C	FOOD PRODUCTION	
HOME MANAGEMENT	A	HOME MANAGEMENT	
FOOD PREPARATION	A	FOOD PREPARATION	
SEWING	B	SEWING	
ART	A	ORAL RESEARCH	

Sample Document B

Copy of a first- through fourth-year record of study from the School of Family Sciences and Community Development at Ahfad University College for Women

BEST COPY AVAILABLE



بسم الله الرحمن الرحيم

OMDURMAN ISLAMIC UNIVERSITY

CERTIFICATE

This is to certify that _____

has been awarded the degree of B. A. (Good) _____

in the faculty of Social Studies _____

Department Economics and Political Science (Specialization Economics)

on April 1980 By the senate of Omdurman Islamic University.

THE DEMOCRTIC REPUBLIC OF THE SUDAN

This certificate is issued on the candidate's own request

Date 16 / 4 / 1980

Daffalla El Amin Yousif
Academic Secretary.
For/ V. Chancellor

A/Moneim.

Any Alteration on this certificate makes it invalid

Omdurman Islamic University
Academic Secretariat

SAMPLE

Sample Document C

Copy of a certificate from the Faculty of Social Studies at Omdurman Islamic University

BEST COPY AVAILABLE

FACULTY OF ECONOMICS AND RURAL DEVELOPMENT
UNIVERSITY OF GEZIRA

DEAN : ALI MOHAMED EL HASSAN
B. Sc., M. Sc., Ph. D.

Please quote in your reply : UG/AS/

Quoting _____

...IVERSITY OF GEZIRA
'ACULTY OF ECONOMICS
& RURAL DEVELOPMENT

Tel. 75037
P.O. Box 2667
Khartoum
Democratic Republic of the Sudan

Date 15. 2. 1981

ACADEMIC RECORD

This is to certify that has attended the prescribed M.Sc. course in Development Economics (1978/79) and has been awarded the M.Sc. degree in Development Economics in 24.2.1980 in accordance with the following academic record :

SAMPLE

Course Title	Dept.	Course No.	Credits	Grades
Macroeconomics	Economics	611	3	B
Microeconomics	Economics	612	3	B
Mathematics	Mathematics	621	2	B
Econometrics	Economics	622	2	B
Development and Social Change	Sociology	631	2	B
Political Economy of Peasant Agriculture	Economics	632	2	A
Project Analysis	Economics	633	3	B
Sudan Macropolicy	Economics	634	4	B
Development Economics Workshop	Faculty	635	3	B
Dissertation	Economics	700	8	B

G.P.A. = 3.06

Sample Document D

Copy of an academic record from the Faculty of Economics and Rural Development at the University of Gezira

BEST COPY AVAILABLE

UNIVERSITY OF KHARTOUM

FACULTY OF AGRICULTURE

CERTIFICATE

THIS IS TO CERTIFY THAT

(NAME) S A M P L E

has passed the B.Sc.(Agric.) Honours Final *Examination*

in the Faculty of AGRICULTURE

and has been awarded the degree of Bachelor of Science in Agriculture

Second Class Division II

on the first day of July 1980

by the Senate of the University of Khartoum.

Dr. Abdalla A. Siddig
A/DEAN

Ghazi Tahir
REGISTRAR

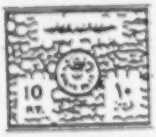
STAMP

ACADEMIC SECRETARY

Sample Document E

Copy of a Faculty of Agriculture certificate
from the University of Khartoum

BEST COPY AVAILABLE



UNIVERSITY OF KHARTOUM

FACULTY OF SCIENCE

CERTIFICATE

THIS IS TO CERTIFY THAT

(NAME) ——————————————————

has passed the ——— Final B.Sc. (General) ——— *Examination*

in the Faculty of SCIENCE

and has been awarded the Degree of ——— Bachelor of Science in ———

——————— Chemistry and Geology. ———————

on the first day of ——— August, 1980 ———

by the Senate of the University of Khartoum.

SAMPLE

El Tayeib Abbas Mohamed.
REGISTRAR

FACULTY STAMP.

Sample Document F

Copy of a Faculty of Science certificate
from the University of Khartoum

ERSITY OF KHARTOUM

FACULTY OF SCIENCE

P. O. Box 321
Khartoum
Sudan

Our Ref. _____ Date 27 / 3 / 1984

This is to certify that the above mentioned student was admitted into the Faculty of Science (Biological Section) in October, 197[illegible]

He obtained the following results:-

Preliminary Year Examination Results: April, 1977.

Botany	B	=	Credit
Chemistry	A	=	Distinction
Physics.....	C	=	Pass
Zoology	C	=	Pass
Mathematics.....	P	=	Pass
English.....	B	=	Credit

Intermediate Year Examination Results: March, 1978.

Geology	P	=	Pass
Chemistry	P	=	Pass
Zoology	P	=	Pass
Ancillary Mathematics..	F	=	Fail (Pass Supplementary Examination July, 1978.)
Ancillary Physics.....P		=	Pass
English	P	=	Pass

Third Year Examination Results: March, 1979.

Geology	P	=	Pass
Chemistry	P	=	Pass

B.Sc. (General) Examination Results: August, 1980.

Geology	P	=	Pass
Chemistry	P	=	Pass

He was accordingly awarded B.Sc. (General) Degree in Geology & Chemistry in August, 1980.

SAMPLE

Sample Document G

Copy of a record of study for a Faculty of Science program at the University of Khartoum

BEST COPY AVAILABLE

REFERENCES

American Association of Collegiate Registrars and Admissions Officers. *Foreign Educational Credentials Required for Consideration of Admission to Universities and Colleges in the United States*, 4th ed. Washington, D.C.: American Association of Collegiate Registrars and Admissions Officers, 1994.

Association of Commonwealth Universities. *Commonwealth Universities Handbook*, vol. 3. London: Association of Commonwealth Universities, 1994.

Cowen, R. and M. McLean, eds. *International Handbook of Educational Systems*, vol. 3. Chichester, England: John Wiley and Sons, Ltd., 1985.

International Association of Universities. *World List of Universities*, 18th ed. New York: Stockton Press, 1990.

International Education Research Foundation, Inc. *The Country Index*, vol. 1, revised ed. Alhambra, Calif.: Frank Severy Publishing, 1986.

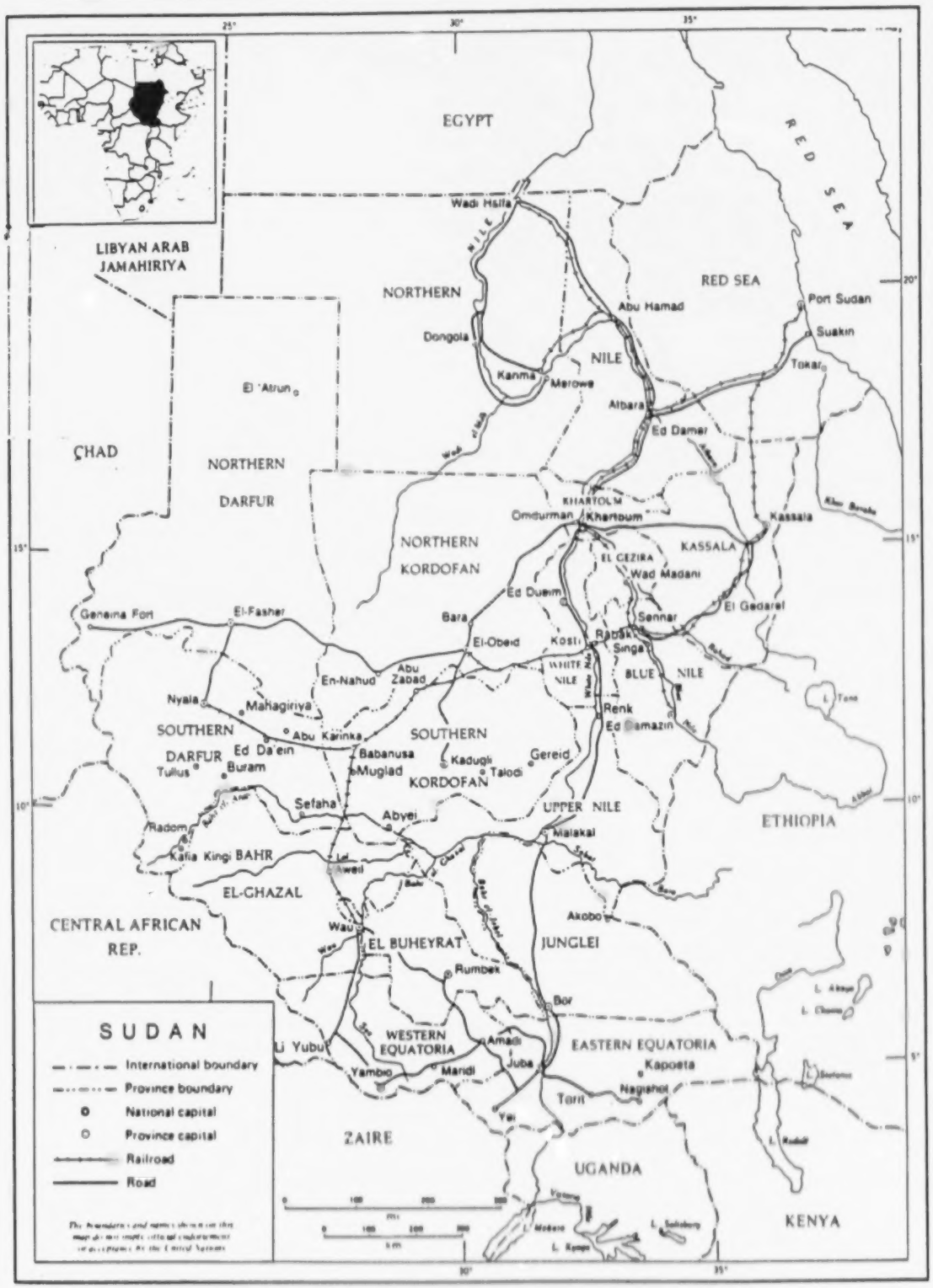
Knowles, Asa S., ed. *The International Encyclopedia of Higher Education*, 1st ed. San Francisco: Jossey-Bass, Inc., 1977.

Kurian, George Thomas, ed. *World Education Encyclopedia*, vol. 3. New York: Facts on File Publications, 1988.

National Geographic Society. *National Geographic Atlas of the World*, 5th ed. Washington, D.C.: National Geographic Society, 1981.

Paver, William, ed. *Handbook on the Placement of Foreign Graduate Students*. Washington, D.C.: NAFSA: Association of International Educators, 1990.

Sassnet, M. and I. Sepmeyer. *Educational Systems of Africa*. Berkeley, Calif.: University of California Press, 1966.



AFRICA TODAY 1994 Revised Edition
111 King Street, Littleton, MA 01460 U.S.A.
1-800-854-6273

BEST COPY AVAILABLE